

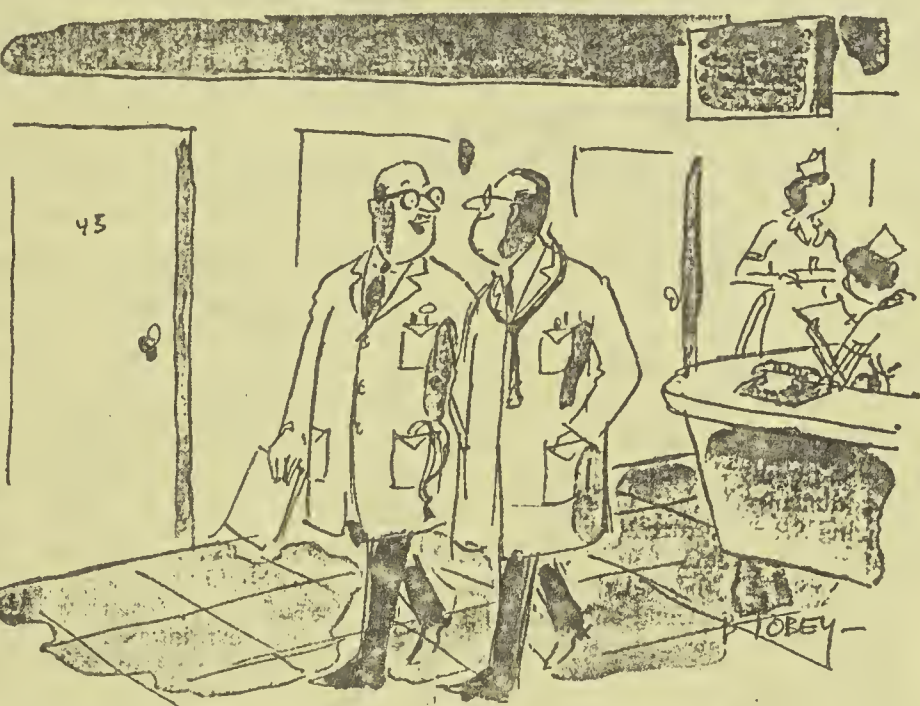
" Who is more foolish: A child afraid of the dark, or a man afraid of the light ? "

# AURICLE



No. 15 - Monday, February 16th, 1976 - A Medical Society Publication - U of T

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\* Annual " At Home " \*  
\*  
\* Don't miss the gala social \*  
\* event of the year!! Rub \*  
\* shoulders with your clinicians \*  
\* professors, and fellow medical \*  
\* students - in a friendly at- \*  
\* mosphere! Free food, fine \*  
\* music, and an evening to re- \*  
\* member. See the chief clerks, \*  
\* class presidents, or come to \*  
\* the Medical Society Office for \*  
\* tickets: only \$8.00/ couple! \*  
\* Saturday, February 21st: 8 pm \*  
\* Ontario Place \*  
\*  
\* MEDS FOR MAL \*  
\*  
\*\*\*\*\*



"I had a gratifying dream last night. Marcus Welby, M.D., was slapped with a nice juicy suit for malpractice."

## TRANSPORTATION:

Although not the hottest issue in the Faculty, the question of who is going to finance students' transportation to the

peripheral hospitals in Period II might become a bit more pressing if TTC rates continue to escalate. Last spring, the Medical Society addressed itself to this problem by establishing an Ad Hoc Committee to investigate the issues and to make recommendations to the Faculty. For the benefit of medical students in first and second year, who hopefully will benefit from at least some of these recommendations, the following summary of the student position as presented to the Faculty is given here:

- (1) Lunch-hours should be extended to 90 minutes, especially for students travelling to distant locations.
- (2) Seminars, labs, etc., should be scheduled immediately preceding noon hour, so that students can have an extended lunch break if the seminars or labs finish early.
- (3) The Faculty should maintain its subsidised bus service to Sunnybrook.
- (4) For hospitals farther afield than Sunnybrook, the Faculty should assume total financial responsibility for student transportation to these locations (based on current taxi-fare).
- (5) The Faculty should petition OSAP to increase the transportation allowance for second and third year medical students.
- (6) The Faculty should not institute an increase in the incidental fee to cover these costs.

At present, we are awaiting the Faculty's reply to our letter. We will keep you posted in further issues of the Auricle.

Peeter Poldre Meds II

Needed: Dauntless, dedicated, resourceful & resilient medical student to edit and publish the Auricle. Apply in writing to Room 2141. Become part of a big city weekly !! Please see the editor for information..



From our readers: In 1970, Nobel Prize laureate Dr Linus Pauling revived great interest in vitamin C with his book Vitamin C and the Common Cold. He believes that large doses of vitamin C can prevent and cure the common cold. Some Torontonians, headed by Dr Terence Anderson at U of T's School of Hygiene, take a sceptical point of view. They conducted three large-scale, well-controlled studies, involving a few thousand volunteers, to show the efficacy of vitamin C.

Although the vitamin C group experienced slightly fewer colds and total days of illness, the difference was not statistically significant. However, **there was a significant 30% reduction in the total number of days that subjects remained at home because of a lower incidence of constitutional symptoms** such as chills and severe malaise. The other two studies dealt with the dosage problem. The findings showed that taking one gram daily, or four grams at the first sign of a cold, was no more beneficial than taking 0.5 g. weekly or 1.5 g. on the first day of illness; the positive finding from the first study remained true. (1)

Next time you have a cold, think before you take the advice of Dr Pauling . . . 14 grams of vitamin C ! ! \*

by K.Y.Wang 7T9

(1) Consumer Reports vol 41, 2 (Feb 1976) pp. 68-70

\* One grapefruit contains about 0.09 g of vitamin C

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## REPORT FROM THE STUDENT AD HOC COMMITTEE ON CURRICULUM REVIEW:

### Chapter One

Last spring the Dean formed the Curriculum Renewal Planning Task Force—a small but diverse group (including one student member) to look at the curriculum "with the viewpoint of maintaining the good, correcting the deficiencies, introducing innovation, keeping in mind the realities within which the curriculum must operate". The Student Ad Hoc Committee on Curriculum Review was formed as adjunct to this. We, along with many other groups, spoke to the Planning Task Force (PTF) just before classes started last fall. The PTF terminated formal input in the fall in order to review all the material which had been presented to them and work on a proposal to be presented to Faculty Council this spring. To date, their direction with regard to changes has been a well-kept secret as they have not wanted to commit themselves until the entire proposal is ready (though they have suggested areas that are of particular concern). Since the PTF proposal will be forthcoming in the near future, the Ad Hoc Committee has drawn up a questionnaire on curriculum to determine what students want from their undergraduate medical education, and therefore to get an idea of how students would view possible changes. The questionnaire has three parts - the questionnaire itself (a series of about 40 multiple choice questions), a computer answer sheet (naturally), and a section discussing the various questions. This last section points out important aspects of each issue and, hopefully, clarifies any confusion with regard to what is meant by any particular question.

In order that no one feel confined by multiple choice questions, there are many opportunities to add your own comments to the questionnaire. We intend to cover the questionnaire briefly in this Auricle, and also for the coming two weeks, so that when the questionnaires are distributed, everyone will have had time to become familiar with the issues, and decided on their own preferences.

The first three sets of questions deal with the general organisation of the curriculum and, as a consequence, may seem too simplistic to some. However, we want to get an idea of student satisfaction/dissatisfaction with the basic structure of the existing curriculum. i.e. Would you prefer change within the existing framework, or would you prefer an entirely different framework from which to build? Later questions deal with specific problems within the curriculum:

#### BASIC STRUCTURE

Do you think the undergraduate curriculum should be...

- |                       |                                                                                             |
|-----------------------|---------------------------------------------------------------------------------------------|
| a) Kept to four years | If your answer was (b) or (c), please indicate <u>briefly</u> how you would like this done. |
| b) Lengthened         |                                                                                             |
| c) Shortened          |                                                                                             |

Do you think the period structure should be...

- |                                                           |
|-----------------------------------------------------------|
| a) Retained basically as is                               |
| b) Retained but with major alterations within the periods |
| c) Replaced by an alternate structure                     |

If your answer was (b) or (c), briefly indicate what changes you'd like.